EDU 234B DHH: Listening and Intervention/Lab (3 units)   Mount Saint Mary's University LOS ANGELES Graduate Division **&** JOHN TRACY CENTER A leader in Listening & Spoken Language Graduate Education   **Spoken Language**

Spring Semester   Master's & Credential Program   **2021**

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Class Dates: January 12- May 7 2021	**Class Hours: Tuesday & Thursdays 1:30 PM- 4:30PM**

Course Description

EDU 234B is primarily a supervised clinical experience in a setting in which candidates apply the information learned in the previous course in Auditory-Verbal Principles, 234A, however, content areas from all courses in the MSMU/JTC Graduate Program are involved as well. For example, the candidate will apply previous course content in audiological management, child development, positive behavior support, assessments in all areas, lesson planning, parent coaching, bilingual teaching approaches, and literacy development. The course also consists of a lecture component, where candidates advance their theoretical and practical knowledge of speech and auditory assessment, development, and remediation, parent support and guidance, as well as other topics needed for implementing LSL goals.

The LSL Intervention experience provides the opportunity for you to work directly with a child and a parent/family utilizing listening and spoken language strategies learned in previous classes. Families come from a wide variety of backgrounds. The children and their families present with the kinds of backgrounds that you will encounter in your teaching positions. All the children's parents, however, have chosen Listening and Spoken Language Intervention, because they want their children to maximize their use of audition and spoken language. Preparation is the key to a good LSL experience. Your previous courses in the Program have prepared you for the LSL experience (e.g., assessment, writing goals, and writing reports in your parent-infant, language, and AV courses, diagnostic teaching in parent-infant and preschool practicum, etc.). Preparation will include writing lesson plans, utilizing materials that support parent/ child/ grad student interactions, researching topics on the internet, practicing administering assessments, etc. using a teletherapy model. The primary goal of the LSL Intervention is to allow the student scholar to practice everything s/he knows and needs to know when teaching children with hearing loss utilizing auditory verbal strategies:

- Assessments in various areas
- Identifying IEP goals/objectives based on assessment results
- Writing lesson plans in various areas, based on assessments, goals, objectives: Language, speech, auditory, cognitive skills, and parent skills
- Writing a report that could be used professionally
- Creating an appropriate learning environment

- Practicing Diagnostic Teaching (diagnosis and remediation on the spot)
- Using a variety of appropriate teaching materials and teaching strategies
- Using a variety of appropriate behavior management strategies
- Collecting and using a variety of appropriate resources to enhance teaching
- Guiding parents in an empathetic, supportive, and nonjudgmental manner
- Reflection on and evaluation of ones' own teaching
- Utilizing auditory verbal strategies

Course Purpose

The course meets part of the standards for the CCTC Preliminary - Education Specialist Standards for Deaf and Hard of Hearing Credential with added authorizations in English Learners and Autism Spectrum Disorders.

Course Objectives – Aligned with Candidate Unit & Program Outcomes

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Performance in class/lab assignments will be evaluated utilizing a listening and spoken language checklist as well as participation in lectures, group discussions and reflections on students' execution of lesson planning and performance.

Course Outcomes Aligned with Standards: This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:
- MSMU Graduate Program Learning Goals and Student Learning Outcomes
- California Commission on Teacher Credentialing (CCTC) Standards:
  - Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
  - Added Authorization in English Language Learners
  - Added Authorization in Autism Spectrum Disorders
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)

Attendance
Please see MSMUU's policy on attendance: http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance

Required Texts and Materials

Author	Year	Publisher	Title
Ling, D. & North, S	2009	JTC CA	Ling speech cards
Stein, Benner et al	1979	Foreworks	Auditory skills curriculum

NOTE: Resources identified in 234A will be utilized as part of lesson planning in 234B

Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs)
To be addressed in this course

TPE 1: Engaging and Supporting All Students in Learning:
1.1Provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction.
 Practiced: Lesson planning, choosing appropriate materials for lessons. **Assessed:** Formative: LSL checklist of behaviors & observation of LSL sessions
1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate and meaningful reflecting home and school connections, knowledge of child development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
Introduced: Candidates reflect on Luterman's work and the importance of family **Practiced:** Scholars will create lesson plans that supports parent/family participation that meet
the specific needs of the family and child with whom they are working. **Assessed:** Observation during practicums, LSL checklist & final report.
1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.
Practice: Candidates choose materials for sessions that incorporate and consider the family dynamics and funds of knowledge. **Assessed:** LSL checklist of materials chosen
TPE 2: Creating and Maintaining Effective Environments for Student Learning:
2.1 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.
Introduced: Candidates reinforce the importance of asking for assistance and clarification when the student they are working with does hear or understand instruction or question.
2.5 Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language learning needs:
Practiced: Select culturally diverse materials that meet the diverse needs of each family receiving LSL intervention. **Assessed:** Inclusion of culturally diverse resources in lesson planning.
2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any

assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families. **Practiced:** During LSL sessions candidate will ensure that hearing technology is functioning correctly, and that parent and child understand how to appropriately use and access technological features available such as DM. Assessed: Lessons are observed assessed weekly using a rubric.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge. **Practiced:** Specific strategies to meet child/ parent needs shared and practiced during LSL intervention sessions **Assessed:** LSL checklist of behaviors.

3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).
Practiced: Choosing appropriate assessment materials or strategies such as language sampling and perform **Assessed:** Final report description of needs, targets and results.

3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge.
Practiced: The use of technology in tele-practice **Assessed:** Efficacy of each session will be assessed utilizing the LSL checklist

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1 Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.
Practice: Lesson plans must meet the individual student's social, academic, cognitive, and language needs with consideration of students background and learning style. **Assess:** Weekly lesson plans with appropriate learning activities

4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.
Practiced: Determine best activities to meet individual student/ parent needs.

4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.
Practice: Candidate will guide student in requesting clarification Parent will be guided in supporting their child's need to ask for clarification and to be cognizant of their own understanding. **Assessed:** LSL checklist

TPE: 5 Assessing Student Learning

5.2 Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate

accommodations or modifications.

5.3 Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress.

Practiced: Students to administer appropriate assessments to gain information that determine student needs and for appropriate goals and activities for lessons. **Assessed:** LSL final report on student progress in areas assessed

5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student.

Practiced: Appropriate assessments chosen, administered and appropriate goals created.
Assessed: Efficacy of each session will be assessed utilizing the LSL checklist

Grades and Evaluation Standards

Passing Grades		Failing Grades	
A	95 - 100	C+	78 – 79.9
A-	90 - 94.9	C	74 - 77.9
B+	88 - 89.9	C-	70 - 73.9
B	84 - 87.9	F	< 70.0
B–	80 – 83.9		

Course Requirements

Lesson Plans

The LSL intervention consists of working with a family and a child. Lesson plans for each session must be approved by instructor _before_ they are taught. **No exceptions.** You must turn in corrected lesson plans each day, even if your child was absent and your lesson plans have already been graded.

Family Notebooks

You will keep a well-organized, neat, tabbed notebook on the family and child. It will consist of all information gathered on the child/family as well as all lesson plans. These are always to be kept with you for your reference and for the supervisor's. Each lesson plan (with revisions) will be kept in its separate section so you (and the supervisor) can flip to it when you teach that lesson. Notebooks must be kept organized, up to date, and available for the supervisor to review during your LSL session.

Report on One Child/Family

A final report, written in a professional manner, using appropriate grammar, will be computer-generated for and approved by the instructor before being mailed to the child's parents.

Video
You are required to submit 30 minutes of a session using video technology. You will reflect on the session identifying the LSL strategies that you incorporated into your lesson, evaluate your professional behavior, the parent and child's interactions and identify two to three things that you would do differently in the future and or what you have learned from working with the child and family.

Graded Assignments	Total Points
Evaluation will be measured utilizing the following: • lesson planning (10 pts each) • Delivery of your lessons (10 pts) • Reflections of your lesson plan and delivery (5 pts) • Family note book with student audiologic history • Video reflection of strategies utilized, parent interaction auditory skills. What went well, what do you see in the video that you would change? Lesson plans MUST be sent to me at bsweich@jtc.org by 9 AM on Mondays & Wednesdays prior to LSL sessions on Tuesdays and Thursdays. See the example of lesson plan at the end of the syllabus. **THERE WILL BE A TOTAL OF 20 SESSIONS IF YOUR FAMILY IS UNABLE TO ATTEND YOU MUST OBSERVE ANOTHER STUDENTS SESSION**	**200 PTS** **200 PTS** **100 PTS** **50 PTS** **200 PTS**

Your lesson delivery will be graded based upon LSL Evaluation. See pages 10-11
The following are focus areas :
    o Maximizing parent participation
    o Maximizing audition
    o Maximizing speech and spoken language
    o Maximizing the social act of communication
    o Incorporating cognitive elements throughout the session
    o Diagnostic teaching
 	
a. **Report:** You will write a report on the school aged student you worked with. A worked example will be provided as a reference and guide to the expectations of this assignment.
 	
Unless permission is otherwise granted all assignments must be turned in on the designated day, otherwise, *points will be subtracted automatically for each day the assignment is late.*
	250 PTS

TOTAL POINTS	**1000 Points**

CLASS SCHEDULE 2021

Class	Tuesday Focus	Activities and preparations	Class	Thursday Focus	Activities and preparations
1 1/12	Review the syllabus Principles of AVT Support and Guiding Families – reflect on Luterman's work	Prepare a folder for each LSL student. Assemble materials eg. audiogram, IFSP/IEP, reports etc. Organize LSL materials	2 1/14	Review assessment materials that are appropriate for students' language levels	Prepare report for class regarding your students – include: *Age, hearing age(s) *Language level *Educational placement *Intended assessments
3 1/19	LSL Strategies Review and demonstrate LSL strategies	Select culturally diverse literature and resources for lessons. Share information with peers	4 1/21	Connecting Auditory Learning to Language Speech and cognitive skills	Review Revised Bloom's question stems and connect to language and comprehension questions
5 1/26	Introducing yourself to parents Using materials Assessing online	Gather materials for your folders - Lesson Plan – all areas completed - Cole checklist - Intake form	6 1/28	Self-advocacy skills Choosing culturally responsive resources	Introduce a vocal play book How to use it – ways in which it can be used to facilitate speech development in a playful manner
	Lesson Plans MUST be approved by instructor on Mondays by 9AM. Your session time TBD.			Lesson Plans MUST be approved by instructor on Wednesdays by 9AM. Your session time TBD	
2/2	Culturally Responsive choices in materials Session 1 Introductions Parents goals Activities on Lesson Plan		2/4	Session 2 Introductions Parents goals Activities on Lesson Plan	
2/9	Choosing assessments – authentic, formal/ informal Session 3 Assess access – Ling 6 sound & APTHI		2/11	Session 4 Assess access – Ling 6 sound & APTHI Activities on Lesson Plan	

	Activities on Lesson Plan		
2/1	Session 5 Assess oral motor / PLE Activities on Lesson Plan	2/18	Session 6 Assess oral motor /PLE Activities on Lesson Plan
2/23	Session 7 Assess language CASLLS/ TACL Activities on Lesson Plan	2/25	Session 8 Assess language TACL/ OWLs etc. Activities on Lesson Plan
3/2	Session 9 On going parent checklist Activities on Lesson Plan	3/5	Session 10
MSMU SPRING BREAK OBSERVED 3/8 to 3/12			
3/16	Session 11 Activities on Lesson Plan	3/18	Session 12 Activities on Lesson Plan
3/23	Session 13 Activities on Lesson Plan	3/25	Record session's audio for language sampling Session 14 Activities on Lesson Plan
3/30	Record session's audio for language sampling Session 15 Plan a lesson to record Activities on Lesson Plan	4/1	Record session's audio for language sampling Session 16 Plan a lesson to record Activities on Lesson Plan
4/6	Share language sample information Session 17 Activities on Lesson Plan	4/8	Session 18 Activities on Lesson Plan
4/13	Analyze language sample in groups Session 19 Plan a fun farewell Activities on Lesson Plan	**4/15**	Session 20 Plan a fun farewell Activities on Lesson Plan
4/20 & 4/22	These are make-up days for sessions that may have been missed. You will need to schedule this time with the parent. Please let your instructor know of these changes. Your final paper is due on May 4th.		

*Below are examples of the tools that will be used to assess your work. A worked example of the final report will be posted in Canvas for you as a guide

LSL Practicum Final Assessment Example

PLANNING:

1. _____ Develops long-term instructional goals

2. _____ Writes short term goals that are specific and measurable

3. _____ Develops a lesson plan that is individualized for child/client goals

4. _____ Plans lessons with appropriate activities that demonstrate awareness of child's funds of knowledge

5. _____ Chooses appropriate strategies to use during the lesson

6. _____ Plans for parent guidance/engagement

7. _____ Plans ideas for carryover of goals into daily experience

Comments:

SETTING:

1. _____ Chooses and organizes materials/activities appropriately

2. _____ Positions self and others to maximize auditory input

3. _____ Creates a favorable acoustic environment

4. _____ Creates a favorable learning environment that is conducive to learning

5. _____ Completes a listening check to assure the proper function and use of hearing technology

Comments:

Rubric for LSL Lab: PREPARATION

Component	10-9	8 -7	6-5	<5 Fail
Format	Used appropriate lesson plan form and filled it out completely and correctly and professionally	Lesson plan form was turned in and filled out, but may not have been done completely or correctly or professionally	Lesson plan form was missing or not readily available for lesson	Draft or revised forms were not turned in to correct people & e-mail addresses <u>by deadline.</u>: No other grading on Preparation Components possible--
Objectives	All plans stated appropriate objectives for the 1) needs, and 2) interests, and 3) levels of family/child	Plans met <u>two</u> of the three criteria in this section	Plans met only <u>one</u> of the three criteria in this section	Objectives were not stated or were not appropriate by any criteria
Activities	Learning activities were appropriate to meet the 1) objectives, and 2) interests, and 3) levels of family/child	Learning activities met <u>two</u> of the three criteria in this section	Learning activities met only <u>one</u> of the criteria in this section	Learning activities were not appropriate by any criteria
Materials	Materials were prepared and appropriate for 1) objective, and 2) learning activity, and 3) family's/child's interests & levels	Materials met <u>two</u> of the three criteria in this section	Materials met only <u>one</u> of the three criteria in this section	Materials were not appropriately prepared or appropriate by any criteria

Information about Assignments

Assignments: It is critical that you organize your time in such a way that draft lesson plans are submitted the day before the practicum days on Tuesday and Thursday. Once corrected and approved each lesson plan is to be uploaded to Canvas. Reflections are to be uploaded no later than the week of the lesson delivery. All assignments are due in Canvas on time. **Late assignments** will be marked in Canvas points deleted for each day they are late unless prior permission is approved by the instructor. If you are having difficulty understanding the assignment or have an unexpected turn of events in your life please contact me prior to the due date and time so that I can extend your time.

Format: Please submit all assignments using a Microsoft/word/eccel/ powerpoint format.

Academic Integrity: A violation of academic intergrity is any instance when a student attempts to pass off someone else's words as their own, no matter where s/he found those words or ideas, and no matter where these ideas are presented. Always give credit to the source of your material via quotes and citation. The following academic violoations will result in an F on the assignment and or an F on both the assignment and the course.

Cheating: Cheating is the unauthorized use of attempted us of mateial information, study aids, devices or communication durin an academic exercise such as a test/ final exam.

Plagerism: Plagerism is the act of presenting another person's ideas, research or writings as yours

APA: Please use the APA format when writing papers.The link below describes APA formatting. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Report format: Spacing: Double spaced. **Font:** Times New Roman

Plagerism: Submission of work taken directly or indirectly from another source such as books, or materials developed by peers without proper citations will be considered plagerism and **no credit will be given to the assignment.**

Department of Education Candidate Dispositions Statement

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.*

MSMU Education Candidates are expected to:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)

4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and College staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with College staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.

2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.

3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.

4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.

5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2010-2012 MSMU catalog, which is available online at http://www.MSMU.la.edu/catalog/2010-2012/4076.htm

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online at

http://www.MSMU.la.edu/graduate-programs/student-handbook.asp

Internet Courseware Platform:
It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation
It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

Students with Disabilities:
MSMU, in compliance with state and federal laws and regulations, does not discriminate based on disability. If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to decide for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

Learning Resource Center: Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance for you according to your needs at (213) 488-2692.

Absences: Regular attendance is especially important in the MSMU/JTC DHH Graduate Program, since each class, experience, assignment, and discussion builds on every one that comes before, using a spiral curriculum model. Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the university policy as stated in the MSMU catalog.